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CANADIAN ASSOCIATION OF UNIVERSITY TEACHERS

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Editor: S. R. Mealing, Carleton University, Ottawa, Ont.

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ACADEMICS IN POLITICS

An Editorial

Last June the C.A.U.T. adopted a resolution (printed in the May issue of the *Bulletin*) recommending that academics who want to enter public life should be given leave to do so. The text of this resolution, sent by the Executive Secretary to university presidents, elicited a generally favourable response. A few presidents were able to reply that their universities already followed a more generous policy than the minimum requirements of the resolution. No president replied objecting categorically to the principles of the resolution, and one university changed its practice to fit them. The headquarters of three political parties have now supplied information, from which it appears that nineteen candidates in the recent federal election held university posts. That number includes a candidate who also described himself as a tailor; on the other hand, it does not include another candidate claiming to be Canada's foremost economist. Also omitted are candidates, originally academics but now old parliamentary hands, who were standing for re-election in June. Several M.P.s who have taught in universities are thus left off the list, among them two members of the Government and the leader of the Opposition. Of the eighteen candidates, four were elected: E. Benson (Liberal) of Queen's, A. J. MacEachen (Liberal) of Saint Francis Xavier, M. MacInnes (New Democratic Party) of Saint Francis Xavier College at Sydney, N. S., and J. B. Stewart (Liberal) of Saint Francis Xavier.

Any academic determined to become an M. P. should go to Saint Francis Xavier. Four members of its faculty sought election, and three were successful. The McGill faculty tried almost as hard — three candidates — but with no luck. One candidate came from each of twelve other universities: Assumption, Carleton, Dalhousie, Laurentian, Manitoba, Montreal, O.A.C., Ottawa, Queen's, St. Mary's, Sir George Williams and Toronto. Six of the candidates (three of them elected) stood in Nova Scotia constituencies; six (one elected) in Ontario; and six (none elected)

in Quebec. French-speaking universities supplied only two candidates. No candidate came from a university west of Winnipeg.

Nearly half of the candidates professed political science or sociology, and so could regard their campaigns as field work; all but two of these belonged to the New Democratic Party. So did the two philosophers, who were defeated, and so did the lone professor of English literature, also defeated. Economics, in contrast, seems no longer to breed radicals. The two economists who stood for election (one successfully) were both conservative enough to belong to the Liberal party. The only candidate to teach Italian was a Social Crediter; but there is no reason to suppose that he was therefore attracted by one of his leaders' enthusiasm for Mussolini. No academic discipline, apparently, is currently producing the stuff out of which Conservative candidates are made. Among the re-elected members of the House of Commons, however, are a Conservative ex-sociologist and a Conservative ex-political scientist. No member of the House, and in the June election no candidate, professed a subject in the natural or physical sciences. Historians, except for a couple of re-elected members, also sat this election out.

Four wins in nineteen starts make a record comparable to that of other professions traditionally more active in politics. It is no more true of academic than of other candidates that, if they expect to be elected, they need at least as much optimism as public spirit. Nevertheless, some things about the election do suggest that our universities, not content to provide homes for lost causes, also export them. Of the nineteen candidates, only five were standing in constituencies lately held by their parties. Both Social Credit candidates, although in Quebec, stood in constituencies outside Mr. Caouette's orbit. Thirteen candidates chose the longest road to the House of Commons, the New Democratic Party. The Liberal candidates, on the other hand, were able to tilt at smaller windmills; three out of five were elected, and the other two had every apparent reason for confidence until the votes were counted. The net achievement of the nineteen candidates, however, is not

to be reckoned in seats won or lost. All nineteen took part in the most effective form of public debate that our political system affords. Some may have felt a particular obligation to do so, as academics. More were perhaps simply interested in politics. Those who return to their classes this fall are, one hopes, wiser without being sadder. How many of them feel a more personal and immediate interest than the rest of us in the date of the next federal election?

HOW GOOD ARE CANADIAN UNIVERSITIES ?

by Arthur R. M. Lower*

My title contains a "value" word, "good": how "good" are Canadians universities? It invites a definition of the term. But to such terms everyone will supply his own definition: there can be little agreement on the intrinsic meaning of the word "good". Do we mean "good" in respect to the scholarship of staffs, "good" in respect to standards of instruction and to standards required from students, in respect to administration, physical equipment or in any of a dozen directions? What we answer must be determined by what we have in mind.

I myself think of a university in somewhat traditional terms. It is an institution which exists for purposes of cerebation, for increase and diffusion of knowledge. It is not primarily an institution where specific skills are acquired, but one where first principles are sought, their extension sought, their inculcation attempted. I think my definition is wide enough to allow of the inclusion of most of the traditional faculties and disciplines and of a considerable range of new activities. I do not think it is wide enough to include "hotel management," "coaching in swimming", the profession of needleworking and other such matters. I doubt very much whether it is wide enough to include courses in nursing, except the scientific disciplines which may be useful to nurses, and much of what goes on in faculties of Household Science. I am inclined to think that the same doubt should apply to certain areas of engineering, though by no means all, and to some areas of a still more traditional faculty, medicine. Engineer and doctor

*Queen's University.

are not scientists but applied scientists and the closer we get to application, it seems to me, the further we get away from the root idea of a university.

These considerations bring us back to the truism uttered every year from every Convocation platform, that "The Faculty of Arts and Science is the heart of the University". To say that is not to believe it, and perhaps one measure of the goodness of Canadian universities is the degree of hypocrisy of those who utter the words.

I myself happen to believe that "the Faculty of Arts and Science is the heart of the University", for this fits in with my conception of a university as an institution for cerebration on and extension of first principles. I would not be so silly, however, as to confine "first principles" to this or that tract of human interest and experience. I do not myself happen to be interested in anatomy, but it is evident that that subject of inquiry requires just as much cerebration as does my own discipline of history and is as much the subject of further inquiry. The point brings us back to application. The anatomist is a scientist: when he uses his knowledge (if in the organization of medicine, he does use it) on a specific patient, he is an applied scientist and that much further from the central idea of a university.

It is evident that the words "Faculty of Arts and Science" must be given a wide meaning. A glance at our Canadian universities may help decide whether they give it a wide enough meaning and therefore tell us, up to a point, how "good" they are.

The first difficulty is that "Canadian universities" is another of those terms without agreed meaning. We have three or four dozen institutions legally allowed to confer degrees, but they differ in size from ants to elephants, in organization, auspices (and therefore objectives) and resources almost as widely. Are there any common denominators?

Nearly all our "universities" began humbly and had as their first task the giving of a general liberal, or more or less liberal, education to a limited body of young men (not young women). A "liberal" education consisted in résumés of the polite learning of the day, together with fairly stiff doses of doctrinal philosophical material in the institutions under the auspices of the church, which were in the majority. Gradually interests broadened and much new material obtruded into curricula. The way in which the wind was

blowing, however, may perhaps be suggested by the nature of one of the first scientific institutions set up — “The School of Practical Science” in Toronto in the 1870’s.

Some of our institutions have not moved far from their interests of a century ago, others have moved great distances. One would be fairly safe in assuming that today all the provincial universities and many of the private ones are not far apart in the width of their interests and in their general objectives: these would have the “common denominator” to which I have referred. While the provincial institutions and some of the larger private ones have no denominational connections, this does not mean that they have cut themselves off from the Christian religion, for as everyone knows, there is a close and sympathetic relation between church and university, though, as far as my experience goes, not a cramping one.

Despite a century’s growth, the faculties of Arts and Science of most of our institutions are still rather conservative in outlook and their curricula would not impress the outsider with their width, novelty or experimentalism. New studies take much longer establishing themselves in Canada than elsewhere and this is only partly the reflection of limited resources: it is just as much the reflection of traditionalism (which includes colonialism) and of vested interests. How often, for example, have I heard fun poked at “new-fangled American” studies such as sociology, with their surrounding jargon. I would not wish to make a case for much of American sociology but surely here is legitimate a field of study and its exponents do not necessarily have to write in jargon. Yet we in Canada are very weak in this field. We are even weaker in anthropology and archaeology. We are still weak in geography, which has had a hard time separating itself from geology. And is there more than one course in the history of science in the whole country? On the other hand, our interest in man as a wealth-accumulating animal (and there could hardly be a more representative Canadian interest) has led to a portentous growth of everything connected with economics: this has swelled that study out into the dubiously university area of “business”, with its “practical” aspects: these have good customer appeal. One must be prepared for a certain amount of the wisdom of the serpent, even in universities, but I sometimes think we in Canada have an overdose of it.

We have been weak, I think, in most areas of those studies having to do directly with man. Literature has largely been English literature, with little attention to American and still less to that tender plant, Canadian. The latter, indeed, illustrates the weight of traditionalism in Canada: "literature" has been seen largely through English eyes and students are inducted into what becomes for many a more and more exotic atmosphere: the idea that there might be anything of great worth growing up under our feet, while not received with so much surprise as that with which Lampman greeted *Orion*, has had to make its way slowly. This is because of the subjection of most exponents of English literature to the overseas traditions and associations of the subject and the weakness of the national spirit; for where other communities growing into peoples have looked for native plants to foster, all too often our academics have taken supercilious and disdainful attitudes towards them.

One could go around the circle in some such way as this. My own discipline, history, has had an enormous concentration on English history, for example. When I was undergraduate at the University of Toronto, we had ancient history in the first year, then English and European in each of the subsequent three, a well-arranged and useful course, but as far as I can remember it included not a single reference to the history of the country in which we students lived and would live. Things have changed mightily since those days and I am happy to think it is the historians who have led the way in introducing realism into studies as they have led in research and writing; for Canadian historical studies, can today take their place abreast of the historical studies of other advanced communities. Scholarship and writing in Canadian history are both abundant and sound, and the obscurities in our historical record as a nation are steadily being decreased. The daughter-studies, of which political science is the most prominent, have an equally good record. But even in this well-developed area, our curricula have been narrow; it is only a few years ago that no American history was taught in the university of which I am a member and we are only just now on the point of acquiring a specialist in the subject. Recently several universities have acquired specialists in Slavic studies and this is a great, though belated, advance. African studies are still very weak in Canada, and, as far as I know, Latin American studies have no specialist at all. Far Eastern studies now have some representation, though nothing

very conspicuous: there is nothing of which I am aware that can compare to the co-ordination of languages, literature, history, economics, that exists for the Orient in the University of Washington, which few would rate as one of the great American universities. The heart of our historical curriculum will be found still to be English history, and most of the professional exponents of history, except those working in Canadian history, will be found barren, the begetters of none or of very few written specimens of scholarly progeny.

If one moves into the more traditional area of the classics, what does he find? *One* book, as far as I am aware: a good book, it is true, but *one* piece of original scholarly research. Compare the classics in the United States — that interesting book of Professor Starr's (Illinois) on the late Republic and the early Empire, the older books of Ferguson and Laistner, the very recent and excellent critical study of Horace by Professor Commager. The classics did not die an altogether natural death in Canada: the classicists killed them.

Of other linguistic studies much the same could have been said until quite recently. The average department of French consisted of one or two people who had had a turn in Paris, joined to some sad and lonely exile from France who was supposed to do "oral French". The living language was put on the dissection table of grammarians and dry-as-dust litterateurs, and when someone of some vitality came along, he did not stay long before moving off to the United States. And yet here is a bilingual country! The farcical nature of our approach to the French language continued for generations: it never failed to move the surprise of visiting Americans, who naïvely expected us to be able to speak this language of our country. French, and the modern languages generally, were conspicuous academic slums.

I am happy to note a change, though I do not know its extent. Queen's has taken the bold step of engaging a French-speaking Canadian as one of its French staff, and it has, through its mechanical apparatus of recordings and other devices, tried to make the language come to life. I assume that other institutions have done the same. But there is still a considerable distance to go: instructors still bring back consignments of "Parisian French" with them annually and seek to preserve them from Canadian corruptions. And recently, I have come across prejudice (among our social scientists) against the use

of the French language in our annual learned society meetings: this, however, may change along with backwoods attitudes generally and certain Canadian professors have come to regard competence in one of the great languages of the world as no betrayal of their English and Protestant convictions.

There is more excuse for regarding the other modern languages as mere academic subjects, but they should nevertheless be more than that. Most of us have had experience of the way in which Europeans make foreign languages come alive: I remember a schoolgirl coming up to me in Russia years ago and speaking to me in very good English, which she said she had learned entirely in school. In the meantime, we have *one* original scholar in German in the country, the only one, as far as I know, that we have ever had. One swallow, however, does not make a summer, either in German or in classics.

One solution for all this, it seems to me, would be the development of "area studies": the idea is familiar — like most things Canadian, it is a bit of cast-off American clothing — and it could be pursued to the benefit of Canadian scholarship. To return to "French", a traditional subject which has come down to us from the days when every young man, imitating his English betters, was expected to make some sort of European grand tour (though few of them did), just as every young lady was expected to be able to tinkle on the piano, why not "French studies" rather than "French"? The French language, to be sure, but also French literature as at present, French history, French sociology, geography, etc., etc., etc? The same for other languages.

The place where most of all I would personally covet an "area studies" programme would be for the community in which I am most interested, which has nourished me and put up with me, my own. I would like to see honours courses in "Canadian Studies", and I would have them consist of Canadian economics, geography, history, government, religion, law, yes, and letters. Appropriate supporting subjects would, of course, be required. With our two cultures here, I would guarantee that we could give an excellent wide and liberal education along these lines. But that topic would require an article in itself to develop.

A second general point that should be developed is the influence of cultural colonialism in Canada: it is too large a point for more

than mention here. I cannot convince myself that there is much difference between education and charity in that both should begin at home. An education of the native in the manners and atmosphere of other societies almost necessarily must be a counterfeit education. Young men who are educated in Paris and come back to Canada have difficulty in fitting again into Canadian life and probably carry a false set of values for years: wine is not the liquid customarily served at Canadian tables. Young men who have been too much influenced by the upper ranges of education in England have the same difficulties, English society not being our society and English ways of looking at life being different from ours. Here, indeed, lies one of the critical areas of Canadian education: there is still far too much of an attempt to transfer the values of an ancient aristocratic society to this semi-pioneering levelling democracy of ours. Englishmen who come here often have great difficulty in understanding our Canadian society and while they may be good for us in provoking nativistic reaction, they may while facing their students be talking to people some thousands of miles off. I am arguing no narrow "ourselves alone" case: I simply would like as good an adjustment as possible of ends to means.

One more big topic — the opposite of that just discussed. In this crude, direct country, exoticism will always be for the few: the many will go for the starkest kind of realism. This takes the form with us of a heavy concentration on the utilitarian side. It seems far easier to get a new big building out of an administration than an additional member of staff: is there a university head in the country, I wonder, who does not place stones ahead of scholars? It is far easier to get big grants for scientific apparatus than for books. How many universities in Canada have respectable libraries? Not many. It is easier still to get funds for the professional faculties. University finances are well-concealed mysteries but it well may be that the "cheap" subjects, those only requiring "profs", seats, blackboards (and as an afterthought, books) are used to subsidize the professional faculties. Whatever the situation, the professional faculties seem to be able to get pretty much what they want (I cannot imagine any colleague of mine in medicine being without his secretary, an acquisition that I myself never came close to achieving). I cannot believe that the "make-do" attitude prevails in the professional faculties to nearly the same extent as in Arts. Professional expertise "sells". Hence the

innumerable buildings devoted to its inculcation and the huge sums of money spent on it. In a country where most people want action, not thought, many a Canadian university is, perhaps perforce, only a few degrees off being a technical school.

How good are Canadian universities? The discussion could go on and on. Fairly good, I would say, on a medium height. There are no skyscrapers among them. But with the exception of a few very small ones, possibly there are no ruinous shacks. We are probably saved by our poverty. We cannot do much by way of experimentation, so with typical Canadian caution we doggedly and unimaginatively go to work to make the best of what we have.

THE UNIVERSITY OF POITIERS

by J. S. Tassie*

Ask any Englishman which is the most venerable university in the world and you can expect to receive the answer "Oxford, of course", unless you happen to be speaking to a Cambridge man. The same question asked in Italy will certainly elicit the reply "Bologna", and in France, "The Sorbonne". The Frenchman, that inveterate individualist, is likely to phrase it "Paris, hélas" ever since André Gide set the style of coyly regretting simple facts of history. The "hélas" is justified nonetheless; the crisis in education is as severe in France as anywhere else in the world and nowhere more pressing than at the University of Paris, which is bloated beyond all imagination with its more than 75,000 students crammed into five faculties and a multitude of specialized institutes. The congestion is so great that one cannot hope to get to certain lectures, at least in those cases where the registration is several or even many times the total capacity of the amphitheatre, and professors are often unapproachable simply because too many hundreds of students are pursuing them. As a result, after centuries of centralization in this as in other spheres of French activity, a frantic effort is now being made to decentralize.

The old universities were dissolved at the time of the Revolution, after centuries of existence in most cases. When Na-

*Carleton University.

oleon re-established the "Imperial University" in 1808, he incorporated all the provincial universities into it in order to form a severely centralized instrument of state policy. The Third Republic revamped this structure in 1885 and 1896 to restore considerable local autonomy and assure complete independence to all permanent teaching personnel, but all matters of fundamental policy remained in the hands of the central authority. All seventeen universities are national or state institutions. The rector, for instance, appointed as head of the university by the Ministry of Education, is responsible for carrying out educational policy within his jurisdiction at all academic levels from primary school through to university. The basic programs of study are in theory the same in all universities; diplomas and degrees, awarded by the state rather than the university, may be taken at any one of them.

Policy is decided on and promulgated by the ministry in Paris, but decisions are reached after study by appropriate committees on which sit rectors, deans, and senior professors from the various universities, chosen for their competence in the questions under study. Thus the central authority benefits from the experience and advice of the people immediately concerned with carrying out policy. In view, however, of the tradition of centralization, relatively few people participate directly in policy-making. A French professor has generally a mere fraction of the paper work that a Canadian professor must submit to; he has consequently much more time to devote to research. The casual observer may at first suspect that the academic system is self-propelling. Administration is hardly in evidence in a country famous for its long tradition of thorough administration. The secret, of course, lies in the centralization and in the separation of academic from administrative functions. The paper work gets done but it gets done elsewhere.

As a result, however, of the enormous, age-old pressure on the University of Paris and the impossible imbalance in its student body (which is five times as large as its nearest competitor) a sustained effort is now being made to decentralize. The first stage, begun immediately after the war, was to distribute as many students as possible among the sixteen other universities, exploiting local excellence where it already existed

and strengthening faculties in other cases to stem the flow to Paris of the best professors and students. Besides, in spite of the tradition of centralization, the different universities are not identical, having in each case developed their own individual character over the ages. Strasbourg is noted for linguistic studies and for its faculties of Protestant and Catholic theology. Caen is strong in Anglo-Saxon studies, Toulouse in Spanish. Montpellier has always had a famous Faculty of Medicine. Grenoble specializes in the social sciences, Nancy in the fields of metallurgy and electricity. Poitiers has a highly developed centre for medieval studies. The older provincial universities have consequently often become rather lively centres of activity after, in some cases, generations of peaceful slumbering in the back eddies of the academic stream.

The second stage in decentralization is seen in the recent founding of a group of new universities, the first in this century if one does not count Dakar in 1957. Three were opened on the periphery of Paris in 1961, at Nantes, Orléans and Reims, and it is expected that they will shortly be followed by three others, probably at Amiens, Rouen, and Nice. In most, if not all, of these cases there is a local university tradition which has been dormant for some time; the new foundations will therefore be able to call upon a long-standing tradition to help in their establishment.

When I was in France on sabbatical leave in 1959-60, I chose Poitiers as university centre to avoid some of the inconveniences of Paris. Moreover, it was ideally situated for the field work I wanted to do and had on its faculty a distinguished dialectologist with whom I was already in contact. Poitiers is located half-way between Paris and Bordeaux, a charming medieval city built on a hill and formerly surrounded by a wall of which only fragments remain; basements of houses that were once on the edge of town still contain bits which are protected from demolition, on grounds of their archeological value. The site of the city has been continuously inhabited since the dawn of civilization and is rich in historical data of all periods from the Neolithic Age onward, even though it appears on tourist maps as the centre of a rather arid zone as far as "points of interest" are concerned.

The University was founded in 1431 by King Charles VII in gratitude to his loyal subjects of Poitou who, unlike the Parisians, had resisted the English invaders during the Hundred Years' War. Rabelais, du Bellay, Ronsard, Francis Bacon, Descartes all studied there. There is some connection with Champlain, who is honoured by a plaque on one of its walls. A number of other links with Canada are evident as a good number of the settlers of New France came from these parts of France : the late Thibaudeau Rinfret and Mgr. Parent, among others, have received honorary degrees from the university.

The university consists of three faculties — Arts, Sciences and Law — together with a School of Medicine. It was originally located on the market square which is dominated by that gem of Romanesque architecture, Notre Dame la Grande; the Faculty of Law and the university and municipal libraries are still found there round the original quadrangle, and the main administration is nearby in a small fifteenth-century building, ultra-modern inside. The Faculty of Arts is a few blocks away, located in and around a beautiful sixteenth-century mansion, the Hôtel Fumé, which was deeded to the university in the nineteenth century, I believe. The Faculty of Sciences is located elsewhere in town, apparently in the midst of great physical expansion, and other auxiliary services (student aid, medical and recreational facilities) are found in other parts of town. Student residences and restaurants are near the early Gothic Cathedral of Saint Peter. The girls' residence, for instance, is cheek by jowl with a Benedictine convent and the dear nuns complain that the goings-on in student rooms towering above their convent gardens render contemplation and meditation extremely difficult. The American notion of a "campus" does not exist; indeed, it is rare on the European continent except in a few places like Caen, which was rebuilt from scratch after 1945.

From whatever direction one approaches the Faculty of Arts, one comes through narrow streets, preferably on foot, and arrives in front of the sober but artistic façade of the Hôtel Fumé, the beauty of which is hard to appreciate at first because it is so hemmed in by other buildings. Pass through the exquisite wrought iron gates that are religiously closed after hours and you are in the short passage leading to the small

inner courtyard. In semi-darkness on the left, a notice-board; on the right, a barren room where students meet between or after courses. To the left, in the courtyard itself, one finds the doorkeeper's quarters and the beadle's office; on the opposite side of the yard, a dingy and much-used lecture room. It is hung with photographic reproductions of famous Greek statuary and has a podium and a small blackboard at the front. Lecturers complain of the depressing atmosphere of this room and of the other halls in the building but they often seem all the same to prefer them because they are convenient, being next door to the professors' rooms. I cannot say "offices" since these rooms were for common use, shared by professors wishing to interview students or hold other consultations. Other lecture halls are found in adjacent converted buildings along the street; they have been acquired by the Faculty in its search for more space.

Happily this picture of past glory and present make-shift inadequacy is only one impression. Cross the little courtyard of the Hôtel Fumé adorned with its bits of statuary and chips of medieval architecture and you come out into a delightful terraced garden of lawns, shrubs and flagstone paths leading down a gentle slope to sleek, low, new, ultra-modern buildings whose white stone walls are balanced in the best post-war style with expanses of glass in the large windows. In overall design, interior arrangements and furnishings, the new buildings compare favourably with anything I have seen on a Canadian campus. They are small buildings, airy, pleasant, convenient, easy to work in. Maintenance and sanitation are of the highest quality, a fact of which the dean is very proud. When he was showing me these and other new buildings under construction, he pointed specially to the clean terrazzo floors and the cheerful, bright colours in the corridors. Students, he said, obviously do appreciate and respect decent living and working quarters when they have them, in spite of what many people believe about French housing standards. And then he took me along to see the newest acquisition and construction under way. The acquisition was the Hôtel Berthelot, another large sixteenth-century mansion the handsome façade of which is hidden from the street since it faces on the river. Behind it a large new lecture building was going up, containing rooms of various sizes, including a large am-

phitheatre with a stage. Altogether, said the dean, the Faculty of Arts would soon have adequate facilities for all its various needs. He was particularly glad to have chosen local architects for the project and to have avoided extravagance, which might have delayed completion. The Faculty of Sciences, on the other hand, had decided to employ the services of an important Parisian firm of architects and was consequently still in the planning stages, whereas his own new campus was nearing completion.

The student body of the University of Poitiers, which numbers about 6,000, gives the impression of being "red-brick" in spirit. There was a good number of serious and not too wealthy students coming mainly from the surrounding counties, students who presumably put emphasis on work rather than on social activity or personal entertainment. Poitiers is in any case too small and too provincial in spirit to offer any wide variety of entertainment. There was little evidence of that chic in dress and manner one finds in certain student bodies. In a sense, the standard uniform was a black wool turtle-neck sweater, worn summer and winter, rain or shine. Many of the women students wore black wool stockings which may give a very rural effect or, in other cases, suggest something of the *Folies Bergère*.

Among the students was a sprinkling of foreigners, well over 400, I think, of whom more than a third were from the French African colonies or former colonies. The coloured students naturally stuck together to a degree, but the French are not as race-conscious as are Anglo-Saxons. Sometimes the bright African costumes in the dark medieval streets made a striking picture. I got to know one group of foreign students from a course we took together. In it was a bevy of Spanish girls, a young Spanish priest, an American or two, a number of English students, and a small contingent of Germans who were expertly upholding the national tradition of being competent Romance philologists. They were zealots at lectures on medieval literature. My impression of red-brickness was confirmed by details such as learning that a couple of the English girls came from Manchester.

All this is not to say that there was not a respectable quota of carefree young people too, temperament being a statistical

question in any given section of the population. The centre of town is marked by a square in front of the city hall. Everyone called it "la place d'armes" or "le square"; the official name is la place du Maréchal Leclerc. Ranged round this square are two of the theatres and four of the most popular cafés in town. Two of them in particular function as permanent common rooms where students gather regularly to drink coffee or wine, to read newspapers, play cards or checkers, to chat, and sometimes to study. There at any time of day or night you could count on seeing a cross section of the student body, and indeed of the population as a whole, including my wife in the Café de la Paix.

Students are not registered in courses with essays and examinations and grades at the end, as in the Canadian-American system. Some professors do announce essay topics and then students are free to do them or not. The student may consider it a worthwhile experience to undertake writing as a preliminary to his formal examinations. When the student considers he is sufficiently prepared to undergo examination, he registers for the spring or fall examination period, during which he will sit both written and oral tests. The written test generally takes the form of a long essay on a broad topic in the field of the student's specialization. Ordinarily there is no choice and the student must have a firm grasp of the fundamentals of his study and exhibit strength in logical organization. This general examination may be supplemented by one of a more specific nature, a commentary on a literary text for students of literature or an historical document for students of history. The oral examination may also be in two parts, one general and one specific, chosen so as not to cover the same ground as appeared on the written examination.

University tradition has it that students rise when the professor enters the room to begin his lecture. I noticed that in most cases this courtesy was not respected. In a full room a few students in the first row or two made a half-gesture of rising, but all the rest kept right on with whatever they happened to be doing at the moment. It is difficult to know what effect closer personal contact with the students would have on such a custom. It is true that professors often do not have much

contact with the students. Many have settled in the Paris area to be near the major libraries and the stimulation of the capital even though they hold chairs in provincial universities. The ideal practical arrangement is then to have one's lectures scheduled for one or two days in the middle of the week, time which is spent in Poitiers, for instance, and to spend all the rest of one's free time at scholarly or other activity in Paris. This very common practice is being criticized at the moment in the campaign to increase the prestige of the provincial universities. Professors, it is claimed, should reside in the university centres where they are doing their teaching and should be more available to their students.

A general complaint among students and administration in France is the lack of adequate facilities for advanced study. The causes are multiple : the stagnation of the nineteenth century, the waste of twentieth-century wars, and the population explosion in the post-war period. A case in point might be the library facilities in Poitiers, which is a veritable treasure-house in a number of fields. The university library has 350,000 volumes, of which 150,000 are theses. Under the same roof is the municipal library which houses about 200,000 volumes, and there are a number of smaller specialized libraries in the immediate vicinity. At the university library there was one sizeable general reading room, which would certainly not accommodate the student body if many of them were to do their reading on the premises. Next door, however, was the reading room of the municipal library, which meant that the seating capacity was approximately doubled. I also discovered a small room reserved for faculty members and which I used when the general room was overcrowded. It had six desks.

If the library facilities were Spartan, so was the library staff, which I understood to be ten in number at the university: the Chief Librarian, two cataloguers, two on the circulation desk, a few typists and shelvees. I asked the Chief Librarian whether the library or the faculty members were responsible for initiating book orders, and learned that the library chose all the titles, it being assumed that everything of importance on a subject would be acquired. Professors did sometimes request specific titles and such requests were welcomed. It seemed

amazing that such a sizeable library could operate with such a small administrative staff. One could assume, I suppose, that the common problem of North American libraries — to build up a collection from nothing — does not exist since the library holdings were several centuries old and acquisitions would be mainly in the realm of current scholarship.

Departmental meetings, committees, and faculty boards play a small role by comparison with the North American system. I was present in 1960 at what seemed to be the single formal meeting of the year of the professors of French, hence the equivalent of the University French Department. It took the form of a luncheon on a sweltering day at the end of the spring term in a pleasant air-conditioned restaurant just outside of town. The authors who were to be on the program for the following year (i.e., the courses that were to be given) had been announced and it was simply a question of assigning the work to the various members of the department. In practically all cases the assignments fell naturally to specialists in the fields concerned. Only in one case, when the chairman asked, "Mr. X, will you do such-and-such?", the answer was "Certainly not!" And he did not. At that meeting, after having enjoyed good food and delightful wines, a few other incidental matters were raised : something about the library if I remember correctly, and a certain amount of commiseration and head-shaking about students arriving at university without knowing how to spell or write properly. The complaints were supported by quotation of a few choice student boners. I was consoled to hear that the woes of the trade are the same in France as in Canada.

Poitiers is a city of 60,000 souls, intensely French as only a provincial town can be; living there for a year allows one to get a fairly complete picture of French society in miniature. It is at the same time near enough to Paris to give easy access to the various potentials of the capital. The University of Poitiers fits well into that general spirit, being one of the older and smaller French universities and one which contrasts sharply in many respects with that giant, the Sorbonne. This account of life at the University of Poitiers has inevitably led to certain comparisons with Paris and the reader may wish to pursue the comparison further in the account of the University of Paris

given by Mr. J. G. Weightman¹ or by means of the overall picture of the French universities found in the *Revue de l'Enseignement Supérieur*².

¹*Encounter*, XVI : 6, p. 28-42 (London, June, 1961).

²1960 : 3 (Paris, July-Sept., 1960). Entire number devoted to "les structures de l'enseignement supérieur français". My thanks are due to Mr. F. Weymuller, Cultural Counsellor at the French Embassy, for use of this and other material.

PROBLEMS OF INDIAN UNIVERSITIES

by **Balkrishna G. Gokhale***

Some five years ago the three major universities of India observed their centennial celebrations. These were the Universities of Bombay, Calcutta and Madras. It was during the Governor-Generalship of Lord Dalhousie (1848-1856) that these three universities were set up by the administration of the East India Company as the first step in its programme of higher education for the people of India. They were modelled, more or less, on the lines of the University of London. Initially, and for a long time afterwards, they functioned as examining bodies, leaving the work of instruction to the various colleges affiliated with them. Their curriculum was heavily oriented in the area of humanities and there was little scope in it for scientific and technological education.

The Indian universities have travelled a long distance since then. Not only has their number increased but there have also been occasional efforts made to widen their curricular content. Especially since independence the growth of higher education in India has been almost phenomenal. There has been a diversification of the curriculum and the imbalance between humanities, social sciences and the natural sciences in their theoretical and practical aspects has been corrected to a great extent. The most encouraging development during the last decade has been the establishment of a chain of national laboratories where research is being carried on in the various sciences by young and promising Indian scientists. There are now over 40 major institutions of higher learning in India turning out thousands of graduates for whom are opened wide areas of work and achievement in the task of national construction. In spite of all this development, however, the structure and intent of university education in India

*Wake Forest College, Winston-Salem, N. C.

have remained unchanged. The experience of work over the last century has certainly given the Indian universities a degree of maturity unusual in other under-developed areas, but this has also posed some very serious problems arising out of the rapidly changing circumstances in the country.

Indian education has been jurisdictionally divided among a wide variety of agencies, ranging from the municipalities and district local boards to the Union Government in New Delhi. Primary education is the responsibility of the municipalities and district local boards, whose education committees control the finances, curriculum, staffing and equipment of primary schools in their respective areas. From time to time and in varying measures the state governments give financial aid to these school systems but they largely draw upon local finances for their work. The quality and orientation of this system vary from area to area and time to time, though a certain uniformity in educational first principles is unmistakable all over the country. The emphasis is on literacy in the mother tongue and the regional language.

At the secondary level private agencies step in. Most state governments do maintain their own secondary schools, many of which are technically oriented, but the number of such schools is almost insignificant. Most of the secondary schools are organized, financed and directly controlled by private bodies like numerous educational societies established by community associations or religious orders. The state governments attempt to co-ordinate the activities of these groups and to secure a degree of uniformity in their curricular content and instructional achievements through the Directorate of Public Instruction. This agency prescribes the limits of the curriculum, the nature of textual contents to be used in instruction, the qualifications of teachers and other incidentals of secondary education. Most of these schools depend to a very large extent on the state governments for their financial support, given in the form of grants-in-aid. To be eligible for such grants the schools must meet certain minimum requirements laid down by the Directorate which enforces its conditions through a system of inspectors and superintendents who periodically check on the work of the schools aided.

And then there are the universities and other institutions of higher learning. The universities are established under legislation

passed by the state legislatures. These Acts define the authority of the university, with the powers of its various officials, and enable them to devise sources of finances. Under these Acts the universities are assured of autonomy in their academic work and so far there has been little of direct interference by the legislatures or executives in the states in the work of the universities in their areas. Most of these universities are of a teaching-cum-affiliating type, where graduate studies are taken over by the universities and under-graduate instruction is largely left to the affiliated colleges. These colleges are operated by numerous educational societies and religious orders as well as Christian missionary societies. They have their own sources of finance through their endowments and fees charged to the students. However, these sources being inadequate, the colleges depend on the state governments for subventions. The same is the case with the universities. The state governments, therefore, have to make provisions for financial support to colleges and universities in their annual budgets. Needless to say that such financial support is potentially a source of control.

On its own part the Union Government also plays a supervisory role through its Ministry of Education. This Ministry is directly concerned with the operation of certain institutions designated as Central Universities. Among these the Banaras Hindu University, the Aligarh Muslim University, the Vishwabharati University at Santiniketan in Bengal established by the great poet Rabindranath Tagore and the Osmania University in Hyderabad, now in Andhra State, may be mentioned as the most important. Besides these the Union Government also pays for the working of various national laboratories and other institutes of research and higher learning like the Indian Statistical Institute in Calcutta. Through its University Grants Commission the Union Government supports educational innovation and improvements in the various state universities and their affiliated colleges through a system of grants for specific projects like establishment of new departments and raising of faculty salaries. The work of bringing about a measure of co-ordination among the universities on the national level is left to the Inter-University Board.

Since independence, as mentioned above, there has been a rapid growth in the number of universities and colleges affiliated with them. But this growth is not still adequate for the demand. The sudden

expansion, both in the number of institutions and the number of students wanting higher education, has created some serious problems. Then there are problems of a national or regional nature which project themselves into the academic world. To a certain extent the problem of numbers is also faced by universities in other parts of the world. But the dimensions of this problem become perplexing and pressing in India because of the differences in resources. Most of the problems confronting Indian universities are problems of an educational system passing through a critical phase of far-reaching transition. The conditions existing today are radically different from those under which the universities were first established and also from those in which the occasional changes in their structure were carried out. The original purpose of university education in India was to provide an institutional apparatus for the training of leaders. Such leaders, by their very nature, could only be a few highly selected individuals who were equipped to go in for and benefit from university education because of their aptitude and ability. The basic premise of such a philosophy is that while there would be equal educational opportunity at the lower levels the process of university education would be restricted to only a few. Such a premise is patently inconsistent with the prevailing political philosophy. No politician, with one eye firmly focussed on the ballot box, can afford to pledge allegiance to an educational philosophy that posits two classes one of which would be the leaders and the other followers. The demand from the electorate is for more and more universities and a larger number of colleges. The politicians discharge their own responsibilities by supporting moves for the establishment of new universities. As for colleges, instances are not few where leading figures in politics have lent their active support for the formation of associations and societies specifically created for founding new colleges.

This would be a welcome trend, as it means an expansion in higher education, if only such efforts were supported by adequate financial resources. It has been found that such financial support is far from adequate. Many of the new universities and colleges suffer from an acute shortage of adequate physical plant and equipment and are unable to pay attractive salaries to their faculties. The libraries and laboratories, classrooms and faculties of many of these new institutions are such as to dampen the most ardent spirits and make them wonder whether all this haste is really worth while.

Education as a social process must serve certain ends which are strictly utilitarian. But higher education cannot rest content with merely fulfilling these ends. Higher education is a process and not a position ; and as a process it must ever be in search for truth and values. To make an individual competent is one aspect ; to elevate his character and widen his horizons is another and more important aspect. The present system of university education is heavily oriented in the direction of examinations towards which every aspect of its process is directed. Examinations are necessary as a means to determine the degree of achievements of an individual. But when they become an end in themselves then the educational process tends to be warped in its development. Examinations, then, become an instrument for seeking and finding jobs and when the jobs become fewer in number than those seeking them, the whole educational system is in danger of becoming an exercise in frustration. The Indian universities have been suffering from the effects of such a process.

The expansion in the number of universities and colleges is inadequate in the context of the demand for them by an ever increasing student body. The Indian classroom is, by and large, overcrowded and classes of 100 and more are no exception ; they are rather the rule. In such overcrowded classrooms instruction becomes a mechanical rather than a personal process and the problem of discipline assumes paramount importance. Overcrowded classrooms, libraries, laboratories and recreational facilities serve students who become a conglomeration of mere numbers rather than societies of individuals.

The training and equipment of faculties also suffer from inadequacies. While the faculties serving the universities are generally well-paid, opportunities for such appointments are few. Faculties in the affiliated colleges are poorly paid and as a consequence there is a large drifting away of persons in the fields of economics and sciences to governmental jobs or private employment in industry and business. This introduces an element of instability in the nature of the faculty and the turn-over is alarming in certain situations. Poorly paid faculty members must look elsewhere for additional incomes and consequently must devote less than the desirable due time to preparation, instruction, research and publication work. That a large amount of work is turned out by Indian professors in spite of such discouraging circumstances is an indication of their sense of dedica-

tion to their duties and desire to persevere. Quite a few college administrations have an insufficient appreciation of such work and their actions are not designed to serve as an encouragement for sustained academic effort. Most of the members of governing bodies and boards of trustees of educational associations and societies mushrooming everywhere are preoccupied more with balancing the budget of their institutions than encouraging effort towards improvement of the quality of education imparted in the institutions under their care.

Overcrowded classrooms and educational facilities, dissatisfied faculties and indifferent administrations are in part responsible for the problem of fall in standards and student indiscipline. The problem of these factors contributing to student unrest has engaged the attention of government leaders, educational thinkers and enlightened men all over the country. Several commissions and committees have investigated these problems and have suggested remedial measures. The University Grants Commission, for instance, has attempted to make substantial contributions to improvement of instruction through introduction of new courses and improvement of faculty salaries. This leadership in the reformation of higher education was first given by the ex-chairman of the University Grants Commission, Mr. C.D. Deshmukh. He had a brilliant career in the Indian Civil Service, was an outstanding finance minister of the Government of India and is a scholar and thinker of repute in his own right. The trend set by Mr. Deshmukh has since then been continued.

The problem of student indiscipline, however, is not a simple academic problem to be solved by academic remedies alone. During the last decade two factors have developed. One is the intrusion of party politics on the campus. The other is the growth of a class of student leaders who have been aptly described as "professional" students. Indian students have a long record of involvement in politics outside their campuses and have played a significant role in the struggle for national freedom. The various student unions are primarily politically oriented and motivated and pay attention to student affairs on the campus only in a secondary way. After independence various political parties continued to exploit the students' interest in politics and now every political party has its own projection or "wing" among the students in universities and colleges. Political parties have also attempted to form student unions on a national scale and the case of the All India Students' Federation is pertinent

in this context. This is a Communist-influenced student organization and has connections with the Communist-controlled youth movements floated by the Communist Party of India from time to time. Especially in Calcutta the Communists have been very successful and have exploited purely academic issues like allegedly stiff examinations, examination schedules and increases in tuition fees for their own party ends. Though the CPI is clearly the worst offender in exploiting student grievances for its own politics of subversion, other parties cannot claim an entirely clean record in this respect. The Congress party, the Praja Socialist and Socialist parties, the Jan Samgh and even the former Scheduled Castes Federation, now known as the Republican Party of India, all have their own instruments for student organization on all campuses and very often there is rivalry for sponsoring students agitations to catch the spotlight among these parties. In this the "professional" student leader is the main instrument. He is a student only in name, for he is primarily working for his political party and continues to masquerade as a student long after other students, who started their studies along with him, are through college and are working at jobs. The tenure of a "professional" student leader terminates only after his promotion to other forms of party activity.

In this context the line dividing purely academic problems from those which are largely political in origin and inspiration becomes both thin and shifting. The disgraceful behaviour of sections of students in Banaras, Allahabad, Lucknow, Calcutta, Aligarh and in many centres in South India must be explained in terms of their political leadership. A solution to this aspect of the problem of student indiscipline must come from outside the campus, namely, from the political parties involved.

Attempts are made, from time to time, to find such solutions. A number of attempts were made in different parts of India to evolve a code of ethics for political parties before the last general election and before almost every general election. Exhortations are made by leaders from every conceivable platform against exploitation of young students for partisan political activities, but such advice becomes mere platitude in the absence of appropriate and effective conduct on the part of political parties themselves.

Apart from strictly party politics there are other issues of a more general nature which also affect the working of universities and

the behaviour of students. India has some 13 major languages and the agitation for the creation of linguistic states in south western India produced its own repercussions among students. Students in Andhra, Maharashtra and Gujarat actively participated in this linguistic agitation. The issue now seems to have been settled in its political aspect, with the constitution of linguistic states in the affected regions. But while the political aspects of the issue are settled, not so its academic implications. The Constitution of India declares that Hindi shall be the national language sooner or later. The problem of medium of instruction has had a very unsettling effect both on secondary and higher education in India. It is a settled policy that at the primary stage education will be imparted through the mother tongue of the pupil. At the secondary stage this policy also continues but the term used is regional language where the mother tongue differs from it. At the higher secondary stage the student is introduced to two or perhaps three other languages. One is Hindi, the national language. Another is Sanskrit or Persian or a modern language like French. Then there is English, which is made almost compulsory and for good reasons. However, the curriculum is unreasonably burdened with languages and, naturally, the knowledge of some languages gained is of the most cursory kind.

The controversy about the medium of instruction becomes most acute at the university stage. In view of the necessity of maintaining some uniformity and possibility of movement of ideas and persons from university to university there is the over-riding need of having one language instruction in the universities all over India. Either English or Hindi could serve this purpose. English is rejected by many influential sections both on academic and political grounds. The proponents of Hindi as a language of instruction in the universities invariably run into trouble with opposition from the regional language interests. Hindi, in spite of its claims to be the largest spoken language-group, is in its nature still a regional language and no better or worse in its literature and vocabulary than several other regional languages like Bengali, Gujarati, Kannada, Malayalee, Marathi, Telugu and Tamil. If there is insistence on the acceptance of Hindi as a language of instruction in higher education, it is readily countered with a plea either for English or a regional language. And the regional spirit is still a very powerful factor in the politics of the Indian Union. There has been opposition to Hindi in the South and

there is insistence that instead of Hindi the regional languages should be used as media of instruction in colleges and universities.

The implications of such a controversy are obvious. The trend today being in the direction of the adoption of regional languages by colleges and universities, the result is the fragmentation of intellectual life. As time passes, each state is likely to develop, as far as its higher educational system is concerned, into a self-contained and isolated unit without the means of communicating with the neighbouring states except through translations into Hindi or English. Such a policy is bound to result in further strengthening the regional divisions with their own frightful implications in politics and national life. After a time it will become impossible for colleges and universities in one area to hire faculties from other areas because of the language differences and students from one state will find it virtually impossible to go to other states for education. Most research and publication will be carried on in the regional languages, which will then become strictly insular and localized. The pressure generated by regional language interests is so great that even national leadership finds itself unable to resist it. Language is still a live and explosive political issue and will remain so for a considerable time to come. So long as it is a political issue no rational or firm policy is likely to emerge and the unsettling effects of a vague and vacillating language policy both at the state and national level are too obvious to be laboured.

Finally there are problems of finance and political control over the universities. Indian universities depend, in a very large measure, upon state and union governments for financial support. Such support invariably implies possibilities of government control. So far the national and state political leaders, by and large, have scrupulously refrained from interfering in academic matters. But how long such an attitude will prevail is a matter of speculation. Much depends on the quality of leadership at all levels. So far this quality has been exceptionally high. But already there are signs of the growth of a leadership that is regional in its loyalties and sectarian and caste in its support. If this kind of leadership is entrenched, and there is no strong reason why it cannot happen, there is no certainty that academic life will be left severely alone. The scramble for vice-chancellorships, rectorships, registrarships and positions on university senates by men who are better known for their politics than for

contributions to thought and learning is a disturbing but significant trend. Since most such people depend for their positions on political patronage, they are amenable to political and government pressures which they faithfully transplant to the campus. Such figures are in a minority today and do not constitute a present and persistent challenge to the academic integrity of the Indian universities; but this, again, is due to the exceptional quality of national and state leadership which respects healthy conventions and exercises a self-restraint which would be difficult, if not impossible, for lesser men.

The picture, however, is not all dark. Along with the emergence of regional chauvinism there is also the growth of a feeling that national integration is a paramount need of the times. Efforts are made to translate regional literatures into other regional languages and into Hindi and English. There is also an awareness on the part of political parties that they must pursue a policy of "hands off" as far as academic life is concerned. There is also the growth of a considerable body of conventions which are acquiring a wholesome respect from all concerned that academic integrity is too precious to be trifled with for partisan and regional benefits. Financial support, in the past, has not invariably meant political or governmental control and this too is a growing convention. The most encouraging sign is the growth of private endowments to universities and colleges, which lessen the dependence of institutions of higher learning on governments. If this trend continues, and there is no reason why it should not, academic integrity will not face serious threats. The Indian universities have been functioning under several difficulties but have withstood the stresses of transition with noteworthy resilience. They have a long tradition of higher learning behind them and have shown vitality and ability to grow. The average Indian student is a serious young man struggling to educate himself and conscious of his privilege of learning. He is also an intelligent person and is not afraid of asserting himself whenever occasion demands. The average Indian professor is a dedicated man conscious of the importance of his role and conscientious in the discharge of his obligations to his calling and to the society he serves. Both he and his student are caught in a vortex of rapid change and some of their problems are created by this phase of transition. Once this process of transition is completed there is no doubt that the Indian universities will emerge as vital centres of academic discipline and achievement.

PROPOSED RESOLUTION CONCERNING R. C. M. P. ACTIVITY ON THE CAMPUS

In the June meeting of Council at McMaster University, the following resolution was proposed, and was referred back to local Associations for consideration. It will come before Council in November.

Resolved, that the Canadian Association of University Teachers express its disapproval of questions concerning the political or religious beliefs, activities or associations of students or colleagues, Members of the Association are advised not to answer such questions, even when they are part of the security investigation of persons seeking government employment.

The movers of the resolution have prepared the following statement :

Concern has been aroused by reports that the R. C. M. P. has been investigating, on the campus, the political views and associations of university teachers and students. The Principal of one university has publicly objected to this practice; neither his statement, nor newspaper charges to the same effect, nor the raising of the question in the House of Commons, has produced from the authorities any denial of the reports or any disavowal of the practice. The Executive Secretary is now pursuing the matter with the Department of Justice, so far with no result. The former Minister of Justice is recorded as having said (*Hansard*, 9 June 1961, p. 6120) that he would like the R. C. M. P. to be "mind-readers" and "supermen, so that they might know what people are thinking, and would not have to ask questions at all." Since they are, however, asking questions, the problem arises of whether or not university teachers should answer them.

The investigation of political views on the campus may have two objects: to guard against sedition in general or to provide information for the security clearance of persons applying for certain government posts. In neither case is the investigating officer in that position of enforcing a law or investigating a specific crime which entitles him to the assistance of every citizen. Few academics will feel themselves bound to answer questions directed to the first object. The relevance of openly expressed political views to seditious or disloyal tendencies is apparently taken for granted by the R.C.M.P.,

although the assumption that sedition must advertise would seem to be itself in need of investigation. The collection of non-committal answers to vague questions is a peculiar use of manpower in a force with many and heavy responsibilities, and an activity only distantly related to the national interest.

The second object — security clearance — would appear to be the one that generally brings the R.C.M.P. to the campus; it is the object for which investigating officers ordinarily question university teachers about the views of their colleagues and students; and it is the object customarily given as a defence for asking such questions. It is necessary that public servants in positions of trust should be trustworthy, and it is therefore reasonable that persons seeking some government posts should submit to a check upon their loyalty. It does not however follow, either that the recording of political views on the campus is generally useful to such inquires, or that the object of such inquires is so important as to override all other considerations.

It is reasonable and necessary that there should be, within universities, the most complete freedom of intellectual inquiry, of discussion and of academic consultation. This freedom is neither a convenience nor a privilege, it is a necessary condition of higher education; and as such it is as clearly in the national interest as the security system operated by the R.C.M.P. It is the duty of every university, and of every university teacher, to preserve that freedom.

Mr. Justice Black, in a recent U.S. Supreme Court case concerning an American professor accused of the crime of contempt of Congress, gave it as his opinion (it was concurred in by Chief Justice Warren and by Justices Douglas and Brennan as well) that it is imperative to preserve "the interest of the people as a whole in being able to join organizations, advocate causes and make political 'mistakes' without later being subjected to governmental penalties for having dared to think for themselves. It is this right, the right to err politically, which keeps us strong as a Nation. For no number of laws against communism can have as much effect as the personal conviction which comes from having heard its arguments and rejected them, or from having once accepted its tenets and later recognized their worthlessness. Instead, the obloquy which results from investigations such as this not only stifles 'mistakes' but prevents

all but the most courageous from hazarding any views which might at some later time become disfavoured. *This result, whose importance cannot be overestimated, is doubly crucial when it affects the universities, on which we must largely rely for the experimentation and development of new ideas essential to our country's welfare.*"

The intrusion of security police upon the campus is not merely an inconvenience. It is incompatible with the objects and nature of a university. Few students, in an era of expanding governments and international tension, can be sure of never in their lives wishing security clearance. Will they, in defiance of common prudence, raise questions and experiment with ideas freely in the presence of a faculty whose members are potential police witnesses? To do so would require sublime confidence in security officers' ability infallibly to distinguish between radical utterance and seditious belief. Even if such confidence should be justified, there remains the danger that the intellectual toys of one decade may prove the dangerous opinions of the next. The investigation of political views on the campus, for whatever object, inevitably tends to inhibit the processes of teaching and learning which are the university's function. Such investigations are therefore objectionable in principle and, if tolerated in practice, are liable to cause serious harm.

The university teacher who answers questions about the views of a colleague or student, although he will probably be assisting that person towards a government post, is thus confirming by acquiescence an objectionable and potentially dangerous practice. He may answer some questions (of the form, "Is X to your knowledge a member of the outlawed Neo-Seleucid Party?"), while refusing to answer others (of the form, "Has X to your knowledge expressed Zoroastrian opinions?"). The trouble with this practice is that a refusal, if made only to some questions, may cast suspicion on the person being investigated. This appears to be a high price for withholding an answer that generally consists of the words, "I don't know." Yet even that answer may be taken as conceding the right to ask questions; and it thus becomes more difficult to make it clear that refusals are based on the impropriety of the questions, not on the damaging nature of the possible answer. The university teacher of course may, as many now do, avoid this sort of dilemma by refusing to answer all questions; but at present he must be willing to do so without the corporate support of his fellows.

The proposed resolution offers that corporate support. The university teacher who does not wish to sanction the investigation of political views on the campus can, in refusing to answer questions, refer to the resolution. This course has been followed by other academic bodies: appended are two examples, the form used by the Association of University Teachers in Great Britain and a resolution adopted by the Senate of the University of California (Berkeley). The proposed resolution is a balder and more inclusive statement than either of these two. It does not bind any member of the C.A.U.T., nor absolve him from the responsibility of making up his own mind. It offers support to those who may need it.

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1. Form used by the (British) Association of University Teachers : (supplied as a sticker, for attachment to security questionnaire forms) :

"The Association of University Teachers has expressed its disapproval of questions concerning the political or religious beliefs, activities or associations of students. I share this view, and am not prepared to answer such questions.

(Signed)

Date

2. Resolution adopted by the Faculty Association, University of California (Berkeley), 28 October 1958, and subsequently by the University Senate :

"This Faculty asserts that the freedom of discussion in the class-room and in academic consultation is fundamental to higher education. The essential freedom of a university can be seriously jeopardized if argument and expression of opinion are inhibited, particularly in those subjects which are held controversial in some quarters and at some moments in history. Therefore, reports by a teacher concerning the beliefs, attitudes, activities and associations of a student regarding religion, politics and public affairs in general, are not permissible when the reports are based on information acquired by the teacher in the course of instruction or in the course of other student-teacher relations that involve the student's academic program."

3. Note by the Editor of the *Bulletin*. Public reports of recent R. C. M. P. investigations on the campus may be summarized as follows : The R. C. M. P. is reported by the Canadian Universities' Press (29 January 1962) as investigating, at three universities, students connected with the Combined Universities' Campaign for Nuclear Disarmament. At Laval, an officer of the R. C. M. P. apparently asked a student to join a campus organization, so as to inform him of the activities of its members (*Hansard*, 9 June 1961, pp. 6115-6116). This incident was widely reported, most extensively in the Montreal newspaper *La Presse* (23 May 1961). The twenty-fifth congress of the National Federation of Canadian University Students passed a resolution of disapproval; the Calgary *Albertan* (13 June 1961) recorded Dr. Malcolm Taylor's condemnation of the practice involved, and added its own in an editorial. A similar request to act as an informant is reported as having been made, "in a rather aggressive way", of an Ottawa student (*Hansard*, 10 June 1961, pp. 6139-6140). A charge that students have been employed to attend classes as informants against their instructors has been described by the former Minister of Justice as "irresponsible exaggeration and inaccuracy", according to the report (8 December 1961) of a press conference at Edmonton. He has also said (*Hansard*, 9 June 1961, p. 6120) that he could not accept as accurate "all the facts" in a long and detailed report in *La Presse* of the Laval incident. No other contradictions appear to have been issued.

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Curriculum and Instruction : *Art.*

Curriculum and Instruction : *Music.*

Curriculum and Instruction : *Industrial Arts.*

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Educational Foundations : *History and Philosophy.*

Educational Administration.

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For details concerning these positions please write to :

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The Australian National University, Institute of Advanced Studies, Canberra. Applications are invited for the Chair of Political Science within the Research School of Social Sciences, Institute of Advanced Studies. The Chair has become vacant by the death of Professor L. C. Webb. Salary of the Chair is at present £A4700. Reasonable travel and removal expenses are payable. One year's study leave, with travel allowance, will be granted after each three year's service. Financial provision is also made for field work.

The Professor will be Head of the Department of Political Science. It will be his duty to conduct and to organize research within his Department, and to supervise the work of a small number of post-graduate students proceeding to the Ph.D. degree. The establishment of the Department consists at present of the Professor, two Readers, one Fellow, three Research Fellows and three Research Assistants. Research recently in progress within the Department includes work on political institutions and movements, political theory, comparative political studies and public administration. The University does not wish to prescribe in advance the field of work of the new Head of the Department. There is a separate Department of Political Science in the School of General Studies within the University, and a Department of International Relations within the Research School of Pacific Studies.

Further particulars should be obtained from D. K. R. Hodgkin, Registrar, Institute of Advanced Studies, Box 4, G.P.O., Canberra, A.C.T., Australia, with whom applications close on 31 December. Notwithstanding this advertisement, the University retains the right to fill the Chair by invitation at any stage.

Dalhousie University, Halifax. Vacancies in economics and sociology. This department is undergoing rapid expansion. At least two new appointments in economics and one in sociology will be made for the next academic year (1963-4). The appointments may be made at any level. Salary and rank will depend upon qualifications. Application should be made to John F. Graham, Head, Department of Economics and Sociology, Dalhousie University, Halifax, Nova Scotia.

The Canadian Association for Retarded Children invites applications from *Canadian universities* for an award to support a senior research worker for a period of five years. (The award is limited to a maximum of \$15,000 per annum.) The appointee, to be known as the *Stillman Memorial Research Scientist*, shall carry on research in any field (such as medicine, education, or social science) that is related to mental retardation.

Applications must be submitted on or before 1 March 1963. For further information and application forms, apply to :

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Department of History

Canadian History specialist, at rank of Lecturer or Assistant Professor, depending on qualifications and teaching experience, but in any case the Ph.D. or proximity essential, with particular interest and competence in French-Canadian history. Appointment in fall of 1963.

University of New Brunswick, Fredericton. The Department of Business Administration will have a vacancy in a permanent position beginning 1 July 1963. A strong background in statistics and other quantitative management methods is desirable. Rank and salary will depend upon the candidate's qualifications and experience, but the appointment will probably be as Assistant Professor (Minimum salary, \$6,000). Apply to Professor Edward D. Maher, Head, Department of Business Administration.

University of Saskatchewan, Saskatoon.

College of Agriculture

The *Department of Dairy Science* invites applications for a position as Assistant Professor (salary \$7,000 to \$8,800) or Associate Professor (salary \$9,000 to \$11,800) in Dairy Microbiology. The appointment will be effective 1 January 1963, or as soon thereafter as can be mutually arranged.

Candidates should hold the Ph. D. degree and preferably should have some teaching and research experience. Duties will include teaching, research, assisting with the graduate program and some extension work.

Applications should provide personal data, academic qualifications and experience, and a list of publications together with transcripts, names of four references and a recent photograph. Preliminary inquiries may be directed to the Head, Department of Dairy Science, University of Saskatchewan, Saskatoon, Saskatchewan, Canada.

University of Saskatchewan, Saskatoon. The *Department of History* needs specialists in the following fields: medieval, early modern Europe with emphasis on France and the west; United States since the Civil War; Africa.

For 1962-3 permanent appointments in at least two of these fields will be made at the level of Lecturer, Assistant or Associate Professor, depending on qualifications. Applications are invited also for the position as instructor (\$5,000-\$6,900) in a first-year class dealing with the modern world.

Letters of application, *curriculum vitae*, recent photograph or snapshot, and the names of those who will write letters of reference should be sent to the Head of the Department.

University of Saskatchewan, Regina Campus. There will be opening on the faculty for 1963-64 in English, German, Economics and Political Science, History, Psychology, Chemistry, Biology, Mathematics, Physics, Art and Music. One of the appointments in the Social Sciences will be at a senior level as Chairman of that

Division. The other appointment will be made at various levels depending on the educational background and the experience of the applicant. The minimum requirements are a Master's degree, but a Ph.D. or equivalent is desirable. Applications should be made to Dean W. A. Riddell and should include a *curriculum vitae*, names of three referees and a recent photograph.

Sir George Williams University, Montreal.

Department of History

Two appointments are available in the Department of History on the following conditions :

Qualifications : Candidates must at least have completed all requirements for the Ph.D. except the dissertation.

Specialization : For one position, training in European history and interest in the philosophy of history; for the other position, specialization in the history of French Canada.

Rank : Lecturer or Assistant Professor, depending on education and experience.

Salary : \$5,500 to \$7,500.

Date of appointment : 1 July 1963.

Applications to : Chairman, Department of History.

Research Assistant, C.A.U.T. National Office.

Applications are invited for the post of Research Assistant in the C.A.U.T. National Office.

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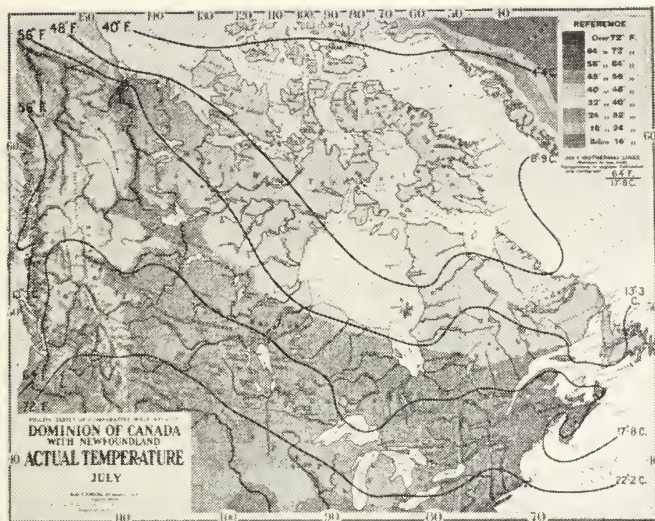
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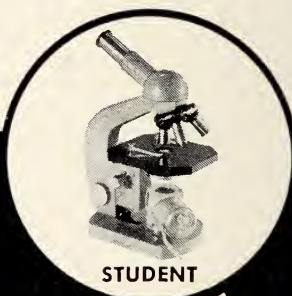
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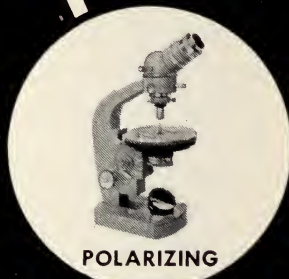
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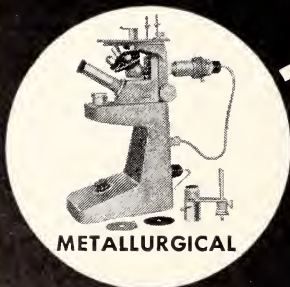
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